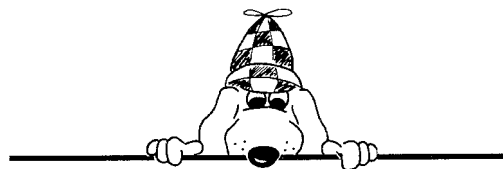


# SECTION FIVE

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## IIM - Proficient Level Reproducible Teacher and Student Workpages

**T**hese reproducible pages will provide you with the tools to develop and carry out your IIM units at the Proficient Level. Use the *IIM Unit Plan* to identify goals and objectives, choose resources, design assessment tools, and develop skills lessons. Product and presentation pages for a Group IIM are included. The Student Workpages give your students the structure to complete an independent research study using the Independent IIM Process at the Proficient Level and are appropriate for older students experienced in IIM. The overview of each part of Section Five gives additional information about the use of these pages.



### CONTENTS - SECTION FIVE

Teacher Workpages Overview .....	3
IIM Unit Plan. ....	5
Group Proficient MI Product/Presentation .....	11
Student Workpages Overview .....	13
Independent IIM Process Student Workpages.....	15

# Proficient Level

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## IIM Teacher Workpages

### OVERVIEW

**T**hese reproducible Teacher Workpages have been developed to aid you in unit and skills lesson planning, and in implementing the Group IIM Process at the Proficient Level.

The *IIM Unit Plan* pages are an efficient way of developing, recording, and carrying out the learning objectives you have for your students for either the Group or Independent IIM Process. Use your state/local standards to identify academic and study skills objectives for the unit (p. 5). From these, list “How to” skills that need direct teaching lessons and record those lesson plans on p. 10. Tie your assessment plans (p. 7) to your objectives, and keep a record of key resources needed and used on p. 6. The *7 Steps* (p. 8-9) serves as a flow chart of the total unit.

Also included in the Teacher Workpages are descriptions of 5 of the Multiple Intelligences and a rubric (p. 11-12) to be copied for student use during the Product and Presentation steps of the Group IIM Process.



Class: \_\_\_\_\_

Time: \_\_\_\_\_

*Students will:*

.....

*Teach students “How to”:*



# Resources

## IIM Unit Plan

Curriculum Unit: \_\_\_\_\_

List the resources you will use during the unit. Be sure to include some that are appropriate for the diverse learning needs and styles within your classroom.

**Print:** (book, computer, poster...)

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**Non-Print:** (field trip, video, experiment...)

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**People:** (speaker, parent volunteer, other teacher...)

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**Preparatory Activities/Materials:**

**Student Booklet Pages:** \_\_\_\_\_

**Immersion Activities:** \_\_\_\_\_

**Transparencies:** \_\_\_\_\_

**Other:** \_\_\_\_\_

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# Assessment IIM Unit Plan

Curriculum Unit: \_\_\_\_\_

What *process skills* will you assess?

How?

What *products* will you assess?

How?



# 7 Steps IIM Unit Plan

Curriculum Unit: \_\_\_\_\_

List what you will do for each step of the process. Include unit activities, assessment strategies, and skills lessons. Identify ways you will differentiate for the diverse learning needs and styles of your students

## Step 1 Topic

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## Step 2 Goal Setting

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## Step 3 Research

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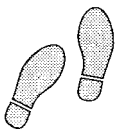
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# 7 Steps IIM Unit Plan *(cont.)*

## STEP 4 Organizing

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## STEP 5 Goal Evaluation

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## STEP 6 Product

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## STEP 7 Presentation

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# Teaching “How To” Skills

## IIM Unit Plan

Use this page to plan mini-lessons to teach key skills during the IIM unit.

Unit: \_\_\_\_\_

Step: \_\_\_\_\_

Skill: \_\_\_\_\_

Date: \_\_\_\_\_

Class/Time: \_\_\_\_\_

Objectives:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Materials:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Procedure:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Notes:

_____	_____
_____	_____
_____	_____
_____	_____





# MI Descriptors

These descriptions of Multiple Intelligences are based on the work of Dr. Howard Gardner and Dr. Thomas Armstrong. We have chosen 5 of the Intelligences which can be generalized to develop products with any unit.

## Verbal - Linguistic (Word Smart)

*Description:* Uses words effectively both in speaking and writing

*Product Types:* Word game, puzzle, riddle, rhyme, poem, recitation, debate, speech, dictionary/glossary, reading, writing, or telling a story...

## Bodily - Kinesthetic (Body Smart)

*Description:* Uses body to communicate, solve problems, and make connections through action and movement

*Product Types:* Crafts, dance, drama, mime, role playing, creative movement, sports...

## Logical - Mathematical (Number Smart)

*Description:* Uses numbers, sequences, patterns, and symbols to communicate and solve problems

*Product Types:* Word and number problems, strategy game, Venn diagram, graph, chart, time line, experiment...

## Visual - Spatial (Picture Smart)

*Description:* Uses images, color, shape, and form to interpret and share information

*Product Types:* Model, picture, jigsaw puzzle, map, concept map, building, maze, costume, scenery, poster, diorama...

## Musical - Rhythmic (Music Smart)

*Description:* Uses rhythm, tonal patterns, and pitch to create understanding

*Product Types:* Information set to tune and rhythm: chant, rap, song, instrumental composition...





# Product/Presentation Rubric

Names: \_\_\_\_\_

Unit: \_\_\_\_\_ Topic: \_\_\_\_\_

Using the materials available in the room, your team is to make a

\_\_\_\_\_  
(assigned Intelligence)

product that meets the criteria of the Rating Rubric for your IIM Product/Presentation.

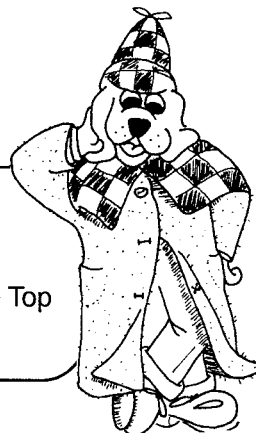
You will have \_\_\_\_\_ minutes to create and \_\_\_\_\_ minutes to present your product.

## Rating for IIM Product/Presentation

CRITERIA	RATING	COMMENT
<b><i>The Product/ Presentation:</i></b>		
Shares information about topic		
Uses imagination & creativity		
Is neat		
Displays correct writing mechanics		
Demonstrates assigned Intelligence		
Is well-organized		
Uses good voice tone/eye contact		

### Ratings

- 1** = Just Beginning    **3** = Made It  
**2** = Moving Up        **4** = Over the Top  
**NA** = Not applicable



# Proficient Level

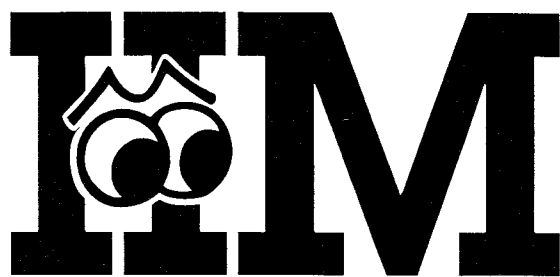
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## IIM Student Workpages

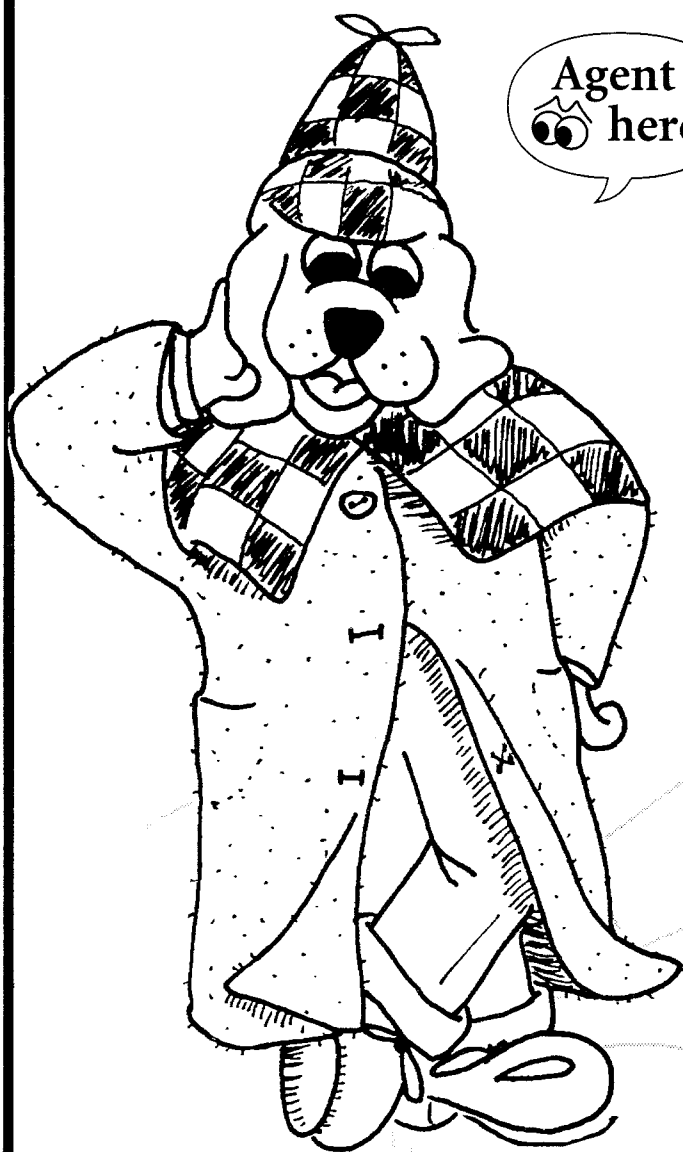
### OVERVIEW

These reproducible Student Workpages have been developed for the Independent Process to guide your students through the 7 steps of IIM at the Proficient Level. They serve as the structure of the study; therefore, all pages should be used. Since these students are able to work independently, all student pages contain both directions and samples. You will need to decide where to use direct teaching lessons based on your students' research experience and academic level. Refer back to Section Four for a more detailed explanation of the Student Workpages to help with those decisions.

To maintain the integrity of the research method, students must complete a product to share with an audience. A research paper should not be used as a presentation product but may be completed and turned in for grading. *Steps to Writing a Research Paper* (p. 32) is included to help students with this process.



# Independent Investigation Method



## IIM RESEARCH STUDY

Proficient Level

Name: \_\_\_\_\_

\_\_\_\_\_



# IIM Research Study Plan

This is your plan to keep records of each step of your IIM. Start with *Name*, *Class*, and *Class Topic*. Add date goals set in class or by your teacher. Then fill in each section as you complete the step. This allows you to stay on task and chart your progress throughout the study.

Name:

Class:

Class Topic:

My Topic:

Research Question:

	DUE	COMPLETED	GRADE
1. Topic			
Prereading:			
Topic Choice:			
Concept Map:			
2. Goal Setting			
Research Question:			
Focus Questions:			
3. Research			
Notefact Cards:			
Bibliography Cards:			
Glossary:			
4. Organizing			
Graphic Organizer:			
5. Goal Evaluation			
Objective Evaluation:			
Subjective Evaluation:			
6. Product			
Paper:			
Other:			
7. Presentation			
Notebook Due Dates:			



# Presearch

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Class Topic: \_\_\_\_\_

Read one selection about your area of interest. On the organizer below, record possible research topics, information about these topics, and ideas and questions you have. Be sure to explore topics that you would like to study in depth.

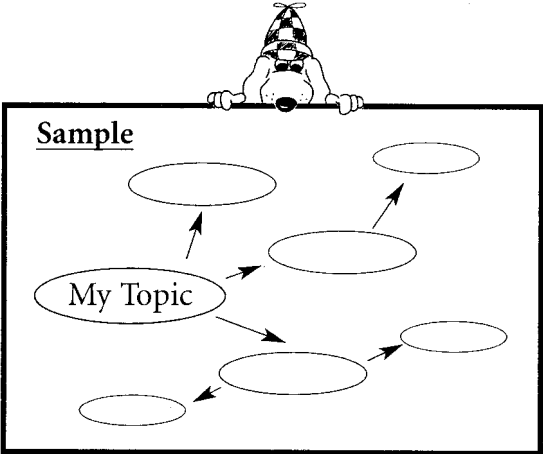
Area of Interest:	
Possible Topic	Information, Ideas, and Questions
<div></div>	<div></div>
<div></div>	<div></div>
<div></div>	<div></div>
<div></div>	<div></div>



# Developing the Research Topic

Name: \_\_\_\_\_

After finishing your presearch, examine what you have written and choose one topic as the focus of your research study. Write that topic in the oval below. Group what you know (prior knowledge) and what you want to find out (questions) in categories to create a concept map.



## Concept Map









# Setting Research Goals

Name: \_\_\_\_\_

## Developing the Research Question

Choose the question from p. 19 that interests you the most. If necessary, rephrase it to direct your research.

### Sample a

Possible Research Question - How are Hopi ceremonies and rituals used today?

Finalized Research Question - How are Hopi ceremonies and rituals used to pass on their traditions and beliefs?

### Sample b

Possible Research Question - Do people become less nearsighted as they age?

Finalized Research Question- What age-related factors cause a change in vision?

**My Research Question:** \_\_\_\_\_

## Focus Questions to Guide the Research

Write several questions that will help you find information relevant to your *Research Question*. Identify each with a capital letter in preparation for notefact cards.

### Sample a

Research Question - How are Hopi ceremonies and rituals used to pass on their traditions and beliefs?

Focus Questions

- A. What are their religious beliefs?
- B. How do they pass on their origin stories?
- C. Etc....

### Sample b

Research Question - What age-related factors cause a change in vision?

Focus Questions

- A. What causes nearsightedness?
- B. What changes take place in the structure of the eye as people age?
- C. Etc....

**My Focus Questions:** A. \_\_\_\_\_

B. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Setting Research Goals *(cont.)*

Class Notefact Goal: \_\_\_\_\_ Notefact Goal: \_\_\_\_\_ Glossary Entry # Goal: \_\_\_\_\_

Resource # Goal: \_\_\_\_\_ Primary Source # Goal: \_\_\_\_\_

### Resource Type Requirements:

Write possible sources of information. Check required resource types. (PROVE).

- ☐ **P**ose a question: \_\_\_\_\_
- ☐ **R**ead: \_\_\_\_\_
- ☐ **O**bserve: \_\_\_\_\_
- ☐ **V**isit: \_\_\_\_\_
- ☐ **E**xamine: \_\_\_\_\_

## Types of Resources to PROVE the Answers to Your Research Question

**Pose a question:** interview, survey, letter, email, telephone, other: \_\_\_\_\_

**Read:** book (reference, text, non-fiction, fiction...), pamphlet, magazine, newspaper, catalog, brochure, field guide, specialized dictionary, CD-Rom, other: \_\_\_\_\_

**Observe:** movie, video, TV, photograph, speaker, workshop, case & field study, files, diagrams, illustrations, art work, nature, buildings, weather, other: \_\_\_\_\_

**Visit:** museum, business, government agency, meeting, laboratory, historical site, sporting event, historical society, church, hospital, public/private/personal archives (attic, cellar, garage), flea market, other: \_\_\_\_\_

**Examine:** artifact, collection, poster, ad, document, chart, graph, map, record/statistics, experiment, microscope, cook, taste, Internet (web site, newsgroup, forum, event calendar, chat room, mail list, search engine), other: \_\_\_\_\_

## Key Terms

**Bibliography (*works cited*)** - A complete list of all sources used in your research study (See p. 23-24 for samples)

**Data** - Facts or figures from which conclusions or interpretations may be drawn

**Plagiarism** - Unacknowledged information, ideas, or writings purposefully presented as one's own work including direct copying of source material without quotation marks and paraphrasing without an in-text citation (Lester and Lester. p.66)

**Primary Source** - A first hand account of an event or an artifact created by the event where the author was present (newspaper, magazine article, diary, collection, photograph, manuscript, archival document...)

**Secondary Source** - A source that seeks to describe, explain, and interpret an event after it has happened when the author was not present (book, article, media production, any historical source or reproduction...)



# Steps to Taking Notefacts

Document all data-gathering sources (PROVE) and information on notecards.

## Bibliography Card Format

Fill out one bibliography card for each resource. (See p. 23-24 for correct format.)

- Put a number 1 in the upper right corner of the card to identify your first resource.
- Record if this is a primary source in the lower left corner of the card.
- Use a new card and number for each resource.

## Notefact Card Format

- In the upper right corner, write 1 (for first resource) and A (for first *Focus Question*)
- Write your notefacts about that *Focus Question* from that reference on card(s) labeled 1-A.
- Record the number of notefacts in the lower left corner of each card.
- If you go on to a new *Focus Question* from the same resource, start a new card identified with 1-B (1-C, 1-D).

## Notefact Format

Record short, true information (notefacts) that helps to answer one of your *Focus Questions*. Be sure to summarize findings from all research activities on notefact cards.

- Paraphrase information by writing facts in your own words. **Be careful not to plagiarize.**
- Keep notefacts short, but complete enough to make sense.
- Put direct quotes in quotation marks.
- Write the page number beside each notefact.
- If you move to a new page, write the page number again.
- Highlight key words and add them to your glossary (p. 25).

## Notecard Format

### Bibliography Card Format

Silver Cloud. <i>Hopi Diary</i> . Ed., Carol Kent. Boston: History Alive, 1994.	1
Primary Source	

### Notefact Card Format

sipapu - opening in kiva kachina - powerful spirit of ancestors girls played with kachina dolls kiva - underground room in every pueblo	1-A
4	



# Working Bibliography & Works Cited

---

Use the MLA documentation style below in developing your:

1. *Working bibliography*—a record of all sources used in your research.
2. *Works cited*—a list of all sources that you cite in the text of your paper.

## Print Sources

**Book:** Author(s). Title. City of publication: Name of publisher, Copyright date.

Sample: Parker, Derek and Julia Barker. Atlas of the Supernatural. New York: Prentice Hall, 1990.

**Chart, Map, or Poster:** Title. Map, chart, or poster. Place of publication: Name of publisher, date.

Sample The Solar System. Poster. Palo Alto: Dale Seymour Publications, 1997.

**Encyclopedia and reference books:** Author(if given) or editor (ed.). "Title of article." Title of book or publication. Publication information (not necessary for familiar reference books), edition year.

Sample Pope, Clifford. "Crocodile." Encyclopedia Americana. 1994 ed.

**Magazine:** Author(s). "Title of article." Name of magazine. Date: Page numbers.

Sample Satchell, Michael. "To Save the Sequoias." U.S. News and World Report. 7 Oct. 1996: 42-46.

**Newspaper:** Author. "Title of article." Name of Newspaper [City if not part of name] Date, edition (if listed): page(s).

Sample Murphy, Sean. "It Floats." Rockingham News [Exeter] 21 May 1999, late ed.: A1+.

**Pamphlet:** Same style as book

## Non-Print Sources

**Field Trip:** Site, Location. Attending Group. Date.

Sample Longfellow-Evangeline State Commemorative Area. St. Martinville, LA. Grade 6, Maplewood Middle School. 13 March 1997.

**Interview:** Person interviewed. Type of interview (personal, phone. . .). Date.

Sample Parsons, Mary. Telephone interview. 30 May 1998.



## Working Bibliography & Works Cited (cont.)

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**Sound Recordings:** Artist. Title of selection. Medium (unless CD) Manufacturer, Date.

**Sample** Kawamura, Masako. Baratata-Batake. Audiocassette. PWS Records, 1996.

**Speaker:** Speaker. "Title." Sponsoring organization. Location. Date.

**Sample** Landry, Bob. "Acadiens." Maplewood 6th Grade Team. Maplewood Middle School Auditorium. Sulphur, LA. 7 March 1997.

**Television or Radio Program:** "Title of episode or segment." Performer, narrator, director, or author. Title of Program. Network. Call letters (if any), City of local station, Broadcast date(s).

**Sample** "Secrets of Lost Empires." Nova. PBS. WGBH, Boston, 26 May 1998.

**Video:** Title. Director or producer. Medium (unless film). Distributor, Date.

**Sample** Jurassic Park, The Lost World. Dir. Stephen Spielberg. Videocassette. Century Fox, 1995.

### Electronic Sources

**CD-ROM:** Author (if given). "Title of section." Title of publication. CD-ROM. edition, release, or version. City of publication: Publisher, Year.

**Sample** "Whiskey Rebellion." Microsoft Encarta. CD-ROM. 1996 ed. New York: Funk & Wagnalls, 1996.

**Internet-Online Posting:** Author. "Title." Online posting. Date of posting. Name of forum. Date of access <Electronic address or URL>.

**Sample** Morse, Sarah. "Female Pedagogy." Online posting. 25 May 1997. Morse Homepage. 3 August 1998 <<http://www.morsefamily.com>>.

*NOTE 1: You may use italics instead of the underlining used in the samples. Check with your teacher to see if there is a preference.*

*NOTE 2: For more detailed directions and complete listings, see MLA Handbook for Writers of Research Papers (Gibaldi 1999).*





# Organizing, Analyzing & Interpreting Data

Name: \_\_\_\_\_

## Organizing

Sort notefact cards by *Focus Questions*.

4-A

4-A

2-A

1-A

sipapu - opening in kiva  
kachina - powerful spirit of ancestors  
girls played with kachina dolls  
kiva - underground room in every pueblo  
4

## Analyzing

1. Separate information essential to your study from supplementary notefacts. If both types are on the same notefact card, circle or star the essential notefact(s). Count each group.

Essential notefacts: \_\_\_\_\_  
 Supplementary notefacts: \_\_\_\_\_

1-A

★sipapu - opening in kiva  
★kachina - powerful spirit of ancestors  
girls played with kachina dolls  
★kiva - underground room in every pueblo  
4

2. Using your essential notefacts, split *Focus Question* information into narrower categories if necessary.

Key

kiva

kachina

Color Code, - Make a key

Cut & Paste - Identify each notefact with source number and *Focus Question* letter; place on chart/list

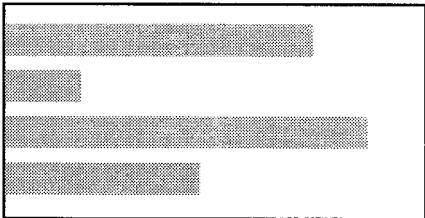
3. Conduct further research if necessary to answer *Focus Questions*.

1-A

sipapu - opening in kiva  
★kachina - powerful spirit of ancestors  
girls played with kachina dolls  
kiva - underground room in every pueblo  
4

4. Organize data on a(n)  
 \_\_\_\_\_ outline,  
 \_\_\_\_\_ graph/chart, and/or  
 \_\_\_\_\_ graphic organizer (see p. 28-29).

Bar Graph





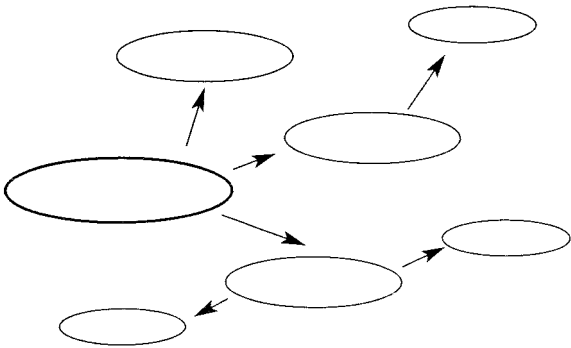




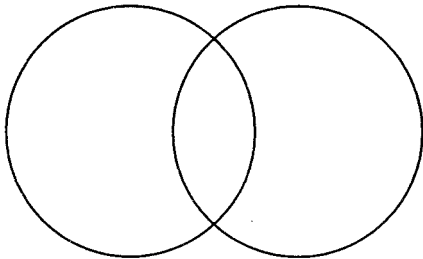
# Sample Organizers

## A. Graphic Organizer

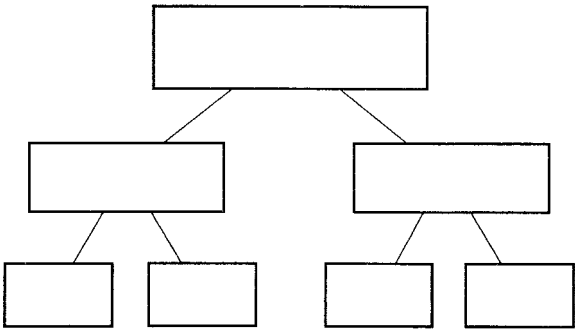
Concept Map



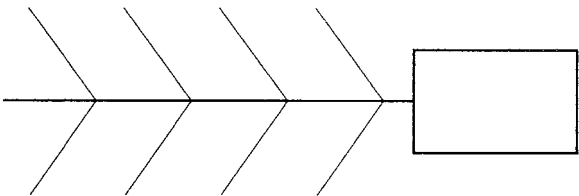
Venn Diagram



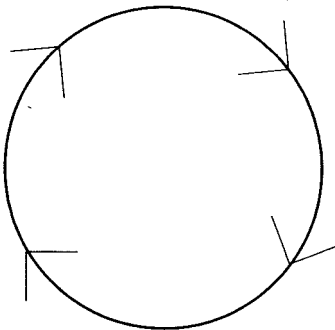
Hierarchical



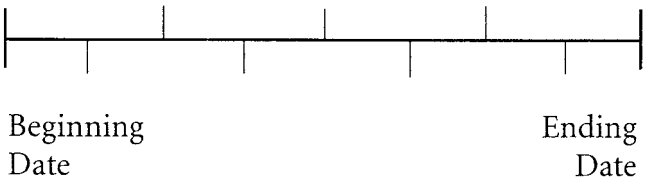
Cause and Effect



Cyclical



Timeline

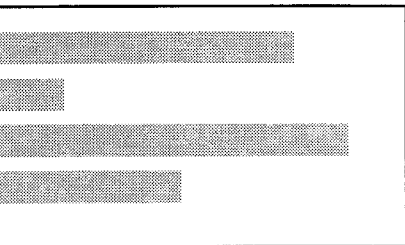




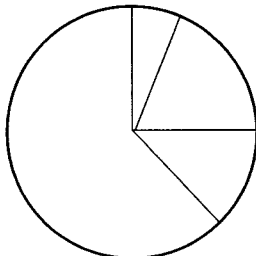
# Sample Organizers (cont.)

## B. Graph

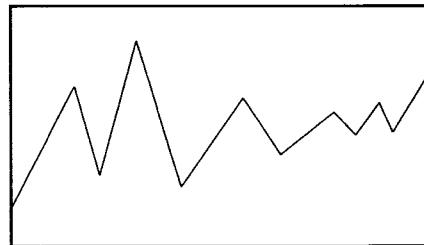
Bar



Pie



Line



## C. Chart

Hierarchical

A	B	C	D

Matrix

	A	B	C	D
W				
X				
Y				
Z				

Outline

- I.
  - A.
    - 1.
    - 2.
  - B.
- II.
  - A.
  - B.
    - 1.
    - 2.





# Evaluating Research Goals

Name: \_\_\_\_\_

## Objective Evaluation

Fill in the information to evaluate the goals you set in Step 2.

	# OF RESOURCES	# OF PRIMARY SOURCES	# OF NOTEFACTS	# OF GLOSSARY ENTRIES	TYPE OF RESOURCES				
					P	R	O	V	E
REQUIRED									
ACHIEVED									

On the rubric, check the box that shows your level of accomplishment for each indicated criterion.

IIM Research Rubric				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<b>Research Question</b>	Unrelated to topic and unclear <input type="checkbox"/>	Either related or clear <input type="checkbox"/>	Related to topic Clear – Answerable Generalizable <input type="checkbox"/>	Clear Relevant Answerable <input type="checkbox"/>
<b>Resources</b>	Neither required # or types <input type="checkbox"/>	Met requirement of # or types <input type="checkbox"/>	Used all required # and types <input type="checkbox"/>	Above requirement of # and types <input type="checkbox"/>
<b>Note facts</b>	0-1 of following: Met goal # Paraphrased – Short Related to <i>Focus Questions</i> <input type="checkbox"/>	2-3 of following: Met goal # Paraphrased – Short Related to <i>Focus Questions</i> <input type="checkbox"/>	Met goal # Paraphrased Related to <i>Focus Questions</i> <input type="checkbox"/>	Above goal # Advanced vocabulary <input type="checkbox"/>
<b>Organizing</b>	Unorganized Incomplete organizer <input type="checkbox"/>	Use of required organizer Data weakly related to <i>Focus Questions</i> <input type="checkbox"/>	Data organized and understandable Categories relate to <i>Focus Questions</i> <input type="checkbox"/>	Use of more than required organizers <i>Focus Questions</i> split into subcategories <input type="checkbox"/>
<b>Conclusions/ Interpretations</b>	Facts only <input type="checkbox"/>	Weakly related to <i>Research Question</i> Conclusions, not just facts <input type="checkbox"/>	Gives reasons to support conclusions Related to <i>Research Question</i> <input type="checkbox"/>	Synthesizes information to support conclusions <input type="checkbox"/>

List 3 things you will do to improve your next research study.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



Evaluating Research Goals *(cont.)*

Subjective Evaluation

Describe in detail a major finding from your study. What is the impact of this finding? Use additional paper if necessary.

Explain what you learned about being a researcher and how that will help you in the future. Use additional paper if necessary.

How would you grade yourself? \_\_\_\_\_

Why?

Teacher Response:



# Steps to Writing a Research Paper

You have been assigned a research paper as an end product of your research. Your job is to explain the results of this study and to persuade the audience to accept your conclusions. Use the outline below to guide you through the WHAT and the HOW of a research paper. Your best support tools may be Lester's *The Research Paper Handbook*, Gibaldi's *MLA Handbook for Writers of Research Papers*, or the resource books made available by your teacher.

## WHAT: The Parts of a Research Paper

**Title Page**—with a title of 8-15 words

### Introduction

*Topic*—brief statement of the issues of the paper

*Review of the Literature*—background information from other researchers

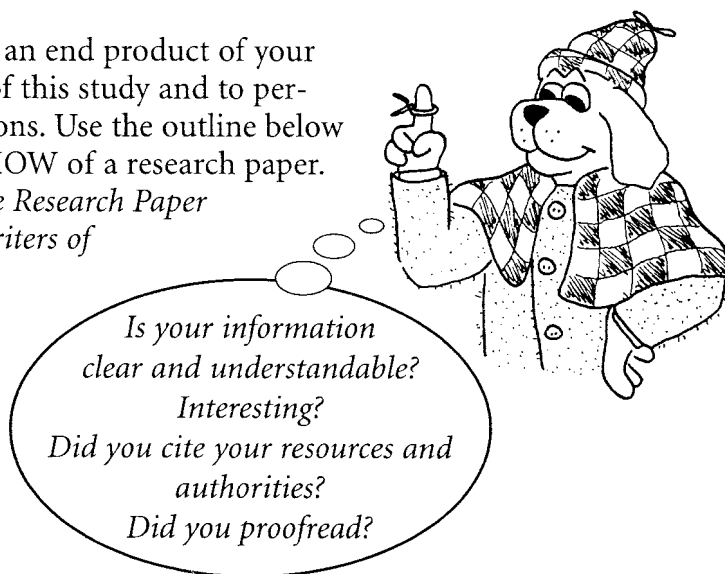
*The Research Question*—the problem you researched

*Thesis Statement*—what you will prove/disprove with your study data

**Body**—development of the major issues of the study and supporting data. (If data gathering included action research such as sampling, surveying, and experiments, you must include methods, materials, and results.)

**Conclusion**—your interpretation from research related to your thesis statement

**Documentation**—works cited and other sources; endnotes



## HOW: The Writing Process

**Thesis Statement**—Develop a position statement from your *Research Question* that you will try to prove in your paper.

**Outline**—Make an outline for each section of your paper using facts, interpretations, and conclusions.

**Rough Draft**—From you outline, write a rough draft using documentation data from your notefacts.

**Revise**—Make necessary changes as you reread and rewrite each section of your paper.

**Format**—Use a standard guide to format the appearance of your paper with a title page, margins, spacing...

**Edit**—Check for correct writing mechanics and style.

**Final Copy**—Using all your revisions, formatting, and editing, complete the final copy of your paper to hand in to your teacher.



# Developing a Product

Name: \_\_\_\_\_

## Audience

Circle audience types that would be interested in your research information.

Business    Competition    Community    Government    Organization    Parents  
Professional    Publisher    School    Other: \_\_\_\_\_

Now write the exact audience for your presentation: \_\_\_\_\_

## Product Choice

Considering your audience, choose a product type that will share your information with the greatest impact. Think of your strengths, available resources, and TIME.

**Action:** business venture, campaign, celebration, club, competition, dance, debate, demonstration, experiment, game, lesson, mentorship, performance, petition, recitation, simulation, speech, tour, \_\_\_\_\_

**Collection:** aquarium, art gallery, exhibit, learning center, list, portfolio, scrapbook, terrarium, \_\_\_\_\_

**Model:** blueprint, costume, invention, musical instrument, origami, puppet, reproduction, scale model, \_\_\_\_\_

**Technology:** animation, computer program, database, photography, radio/TV broadcast, video/audio tape recording, web page, \_\_\_\_\_

**Visual Representation:** advertisement, artwork, brochure, bulletin board, bumper sticker, calendar, card, cartoon, collage, comic strip, flag, graph, graphic organizer, illustration, map, mural, photo essay, puzzle, scenery, \_\_\_\_\_

**Written Work:** book, critique, diary, editorial, letter, magazine/newspaper article, musical composition, newsletter, pamphlet, poem, recipe, script, word puzzle, \_\_\_\_\_





# Developing a Product *(cont.)*

## Product Plan

Product choice:

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Description of product:

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Information shared from your research:

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Steps necessary to complete it:

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Resources needed:

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How will you present this product?

recitation	letter writing	article	teaching	fair	workshop
conference	debate	simulation	other		



# Presentation of Research Findings

Name: \_\_\_\_\_

Product: \_\_\_\_\_

Audience: \_\_\_\_\_

Presentation mode: \_\_\_\_\_

Presentation date/time: \_\_\_\_\_

Length of presentation: \_\_\_\_\_

## Preparation for presentation

People to contact: \_\_\_\_\_

Scheduling: \_\_\_\_\_

Presentation practice: \_\_\_\_\_

Set-up time: \_\_\_\_\_

## Materials needed

☐ 1. Notecards: \_\_\_\_\_

☐ 2. Visual Aids—list: \_\_\_\_\_

☐ 3. Equipment: \_\_\_\_\_

☐ 4. Handout—describe and attach copy: \_\_\_\_\_

## Skills needed

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Help needed

With skills: \_\_\_\_\_

At the presentation: \_\_\_\_\_





# Research Product/Presentation Inventory

Name: \_\_\_\_\_

Keep a dated record of the products, presentations, and audiences you choose in Steps 6 & 7 of your research studies. Try to vary your choices.



**Product Type**

Action, Collection, Model, Technology, Visual Representation, Written Work

**Presentation Mode**

Article, Conference, Debate, Fair, Letter, Performance, Recitation, Simulation, Teaching

**Audience Type**

Business, Community, Parents, Politician, Publisher, School

Date	Product Type	Product	Presentation Mode	Audience